# . – Sustainability Education and Intercultural Pedagogy (with Workshop)

## Prof. Cristina Birbes; Prof. Simona Sandrini

**First semester: Sustainability education (Prof. Cristina Birbes)**

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Beginning with the consideration of the environment as a relation mediator, the course offers certain elements regarding the pedagogical-educational contribution to the sustainability challenge.

At the end of the course, students will be able to:

* explain the evolution of the pedagogical debate about sustainability from its origins to the present day (that is to say, until the 2030 Agenda for Sustainable Development adopted by the United Nations);
* develop their knowledge of the key concepts that lie at the basis of the pedagogical interpretation of sustainability;
* understand the most relevant pedagogical elements and the educational issues linked to the concept of sustainable development;
* carry out a pedagogical analysis of the role played by education in the transition towards a more sustainable society;
* find links between the pedagogical knowledge acquired during the course and the role played by teachers.

***COURSE CONTENT***

The course will explore the following topics:

* the importance of the environment in pedagogical discourse
* from an environmental education to an education about sustainability
* sustainability, integral ecology, and personal development
* educating children in kindergartens and primary schools about the importance of sustainability

The course is supplemented by didactic-workshop activities entrusted to expert conductors, and characterised by specific themes and methodologies agreed upon with the course teacher. Each workshop edition will be aimed at the production of a project/artefact, the assessment of which will be entrusted to the above-indicated conductor/s on the basis of parameters shares with the course teacher, and based on criteria of: completeness, coherence, originality, didactic value

***READING LIST***

 C. Birbes (ed.by), *Trame di sostenibilità. Pedagogia dell’ambiente, sviluppo umano, responsabilità sociale*, Pensa Multimedia, Lecce-Rovato, 2017 (excluding the section “Ambiente e legislazione”).

C. Birbes, S. bornatici,  *La Terra che unisce. Lineamenti di Pedagogia dell’ambiente,*  Mondadori, Milano, 2023.

***TEACHING METHOD***

Frontal lectures, seminars, guest speakers.

***ASSESSMENT METHOD***

There will be an oral examination on the main content of the course, with reference to study of the reading list; specifically, assessment will be based on students’ grasp of course content, knowledge of the core topics of the subject; ability to communicate course content accurately, effectively and clearly, also via the use of specific pedagogical vocabulary; ability to argue course topics; ability to recognise categories, language and concepts pertaining to the pedagogical debate on course topics.

There will be only one final mark, resulting from the sum of the results of the two modules.

In order to be admitted to the final exam, students will have to attend the workshop regularly and pass its final test.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.

**Second semester: Intercultural pedagogy (Prof. Simona Sandrini)**

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to focus on the epistemological foundations of intercultural pedagogy by approaching the complexity of the contexts in which the target figures of the study programme operate in order to understand the pedagogical relevance of building a culture open to dialogue and to new educational challenges emerging from new needs and poverty. In particular, the course aims to: consider the current scenario outlined by the National Recovery and Resilience Plan with reference to training, inclusion, and ecological transition; investigate the phenomenon of migration flows, tackling specific pedagogical-educational challenges, also with reference to the measures and reforms made by the NRRP. The objective of this part concerns the identification of educational and training intervention lines capable of enhancing, in a socio-environmental and intercultural perspective, the *educating community*, for the promotion of inclusive paths.

At the end of the course, students will be able to:

- know and understand some epistemological foundations and some of the most relevant issues of intercultural pedagogy;

- know and develop understanding ability connected with the implementation of educational interventions, through awareness of the specifics of the pedagogical approach;

- know and understand the phenomenon of migration flows, being able to prefigure a pedagogical-educational and training commitment in an intercultural perspective, with particular relevance to the National Recovery and Resilience Plan.

***COURSE CONTENT***

The main topics of the lessons will be the following:

* the multicultural society and the pedagogical need for interculturality;
* the National Recovery and Resilience Plan and training, some emblematic notions for social inclusion and territorial cohesion. Educational policies and practices, mediation and intercultural training;
* educational and training approaches in an intercultural perspective;
* intercultural skills (according to measures and reforms of the NRRP). Open questions.

***READING LIST***

M. Fiorucci, *Educazione, formazione e pedagogia in prospettiva interculturale*, FrancoAngeli, Milano 2020.

P. Malavasi*, PNRR e formazione*, Vita e Pensiero, Milano 2022.

***TEACHING METHOD***

The teaching method of the course includes lectures, seminars, testimonials from qualified professionals.

The teaching material used during lectures will be available on the Blackboard platform.

***ASSESSMENT METHOD AND CRITERIA***

Oral examination.

Students will be assessed on their knowledge of course content, their ability to argue concepts, communication skills, their ability to critically process course topics.

There will be only one final mark, resulting from the sum of the results of the two modules.

In order to be admitted to the final exam, students will have to attend the workshop regularly and pass its final test.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.